DOCUMENT RESUME

ED 238 832 SP 023 091

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TITLE Cultural Crises and Educational Change in Teacher Education: Challenge of the Eighties and Nineties.
INSTITUTION Qatar Univ., Doha. Educational Research Centre.
PUB DATE Apr 83
NOTE 45p.; Paper presented at the Annual International Seminar for Teacher Education in the 80's and 90's (3rd, West Virginia, April, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Civil Liberties; Continuing Education; *Educational Change; Educational Technology; Futures (of Society); *Global Approach; Higher Education; Population Growth; *Relevance (Education); Schools of Education; *Social Change; *Social Values; Specialization; *Teacher Education Programs; Urbanization

ABSTRACT

The contribution that education has made to the development of the world and the realization of human ideals is assessed, and the present social situation is analyzed against the background of inherited human values held in common by most people. Major societal changes are pointed out: the population explosion; urbanization; the rise of educational technology; and the growth of specialization. Each of these critical developments is discussed in terms of how it has affected or will affect the nature of teacher education in the coming decade. It is suggested that, in the future, teacher education should place more emphasis on the rights of the individual in order to develop a form of international education that will foster full appreciation of other peoples and other national groups. A new outlook, which is shaped by the nature and structure of modern society and which unites two main and complementary notions is proposed, involving: (1) continuous close contact with life as it is between schools and real-life situations; and (2) an explicit and thorough acceptance of the ideal of permanent life-long continuing education. A discussion is presented of specific directions schools of education must take to respond to these needs. (JD)

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Cultural Crises and Educational Change in Teacher Education: Challenge of the Eighties and Nineties

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Cultural Crises and Educational Change in Teacher Education: Challenge of the Eighties and Nineties

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Paper presented at the
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for Teacher Education in the 80's and 90's
The University of Maryland, West Virginia, U.S.A.
April, 1983.

Doha, 1983.

Cultural Crises and Educational Change In Teacher Education: Challenge of the Eighties and Nineties

INTRODUCTION

It is no part of the purpose of this paper to suggest and propose specific models for teacher education throughout the world in the 1980's and 1990's. The diversity is too great. The differences in culture and tradition, in administrative forms and in political organization, in economic development and wealth, in social and educational development are so great that, happily, no single pattern could possibly suit every nation and area. Nevertheless, similar forces are at work everywhere, similar problems arise and it seems probable that criteria of evaluation could be proposed that would have universal significance and relevance. It should not be impossible to state some of these criteria as they would apply to the kind of "teachers" needed for the eighties and nineties, to the sort of courses and programe that would help to produce such teachers, and to the kinds of institutions in

which such programs could be offered.

Its objective is essentially to contribute to the elaboration and thereby to the relevance and effectiveness of teacher education programs. It must enable teachers of education to meet the challenge of decided intelligently and objectively "what" and "how" to teach, by submitting suggestions regarding the application of the best methods and conceptual approaches by means of in-service teacher training, human knowledge and experience and how it will become effectively transferred; helping to bring about required structural changes in society, and to overcome the gaps of knowledge, technology, and social and political development which constitute in themselves main sources of conflict.

Thus the paper, in order to focus attention on the challenges to teacher education in the decades of the eighties and nineties, focusses on the past and assesses the contribution which education has made to the development of the world and the realization of human ideals. It is also necessary to analyze in some measure the present social situation against the background of our inherited human values. It is only within this framework that we can attempt to chart our directions for the future, and project the role of teacher education in this enterprise. When we have considered this, we can see what sort of teachers we shall need, how many, and how best to prepare them.

Cultural Crises and Educational Change

The word "crisis" comes from the Greek krino, a judge, and the dictionary defines it as a moment when decisions have to be taken and, therefore, wise judgment had better be displayed. In this sense, we certainly face a crisis in education and particularly in teacher education. Citizens in general express dissatisifaction with the way schools and colleges are doing their job and teachers are harsh about the performance of colleges of education. There is a feeling that urgent social problems are being neglected, and that much of what is being taught is irrelevant, that the aims and objectives pursued are as out of date as the methods of teaching used. Teachers criticize pupils and pupils, teachers. Parents criticize both. All of them criticize administrators. In fact, there is a widespread crisis. We, the teachers, should defend mankind against ignorance, prejudice, passion and social disease. Have we done our job as evidently well as doctors have theirs? Could we have succeeded better than we have?

The concept of crisis is essentially bound to the concept of change. An economic, social, political or educational system is in crisis when it is no longer able to fulfill its final purposes and when, in order to survive, it faces the need of radical changes. Social, political and economic systems result from preceding crises of ideologies and ideas. When philosophical and scientific concepts no longer explain, in a meaningful manner, facts and processes of reality, a

crisis occurs because men are demanding deeper and radically different interpretations of the nature and destiny of man and society. Historical evidence reveals the functional dependence that exists between political, legal, economic, social, military and educational action and organization on the one hand, and theological, philosophical and scientific ideas on the other.

In the ancient world the theocracies of Egypt, Assyria-chaldea, Persia, the Inca and Aztec Empires and the Empire of China organized their economy, their social life and their systems of government as a function of their conceptions of the world, their philosophies of existence and their religious beliefs. The Greek culture, which originated systematic logical thinking, psychology, ethics, law and experimental science, developed a political and economic system that put into effect the ideals of individual freedom, at least for some. Rome copied and enlarged Greek ideas and systems in the field of political structure, military and educational activities. Guided by a very practical and realistic approach and outlook, they invented the Roman system of law which has had a decisive influence in Western culture.

The medieval philosophical systems of St. Augustine, St. Thomas Aquinas and Suarez accomplished a solid ideological integration of the Judeo-Christian theology and ethics with the political and social ideals and structures of the Greeks and the Romans. The results of this

colossal effort were applied through the educational activities of the church which enabled Western culture to be based on a unitary and universal philosophy. But new ideas appeared during the Renaissance in Europe as a consequence of the crisis of religious institutions, of closer contacts with the East and of the development of the sciences. These momentous changes resulted in a philosophical revolution that culminated in the great systems of modern philosophy, beginning with the critical and experimental approaches of Descartes, Kant, Spinoza, Leibnitz, Bacon, Berkeley, Hume and Locke. These ideological and philosophical changes gave birth to political processes that broke the unity of the medieval world through the emergence of modern science and the liberal and representative political systems.

Contemporary culture maintains, with numerous contradictions, the ancient theocratical outlook, the Greek political philosophy, Roman law, the unitary vision of history and philosophy, and the modern sciences; all of them are alive and full of force in contemporary culture. In the Western World there is an inner tension between the attitude of pragmatism and a social philosophy inspired in the Christian values of love and generosity. In the socialist world inner contradictions exist between the ideals of social justice and the implications and shortcomings of totalitarianism. Within the framework of this modern cultural crisis, educators become perplexed when they have to decide the content of various curricula since it is extremely difficult to

decide "what to teach". There is at this time no universally accepted agreement on the answer to the ancient question, "What is knowledge?"

There are, however, a number of developments which augur well for the future. For example, the use of psychology and communication research, as auxiliaries of teaching, has significantly improved the process of learning. The correlation of education's efforts at elementary, secondary, intermediate and university levels to community needs has contributed to the economic, social, cultural and political development of communities and to the increased relevance of the educational systems. Finally, the further education of people involved in the teaching profession by using natural and human sciences will enable education to meet the challenge of deciding intelligently and objectively "what" and "how" to teach. It should be remembered that the present tensions and conflicts in contemporary culture are at least partially the result of failures to transfer knowledge, or at least the awareness of the different kinds of knowledge in existence. Through the application of the best methods and conceptual approaches by means of in-service teacher training, human knowlwdge and experience will become effectively transferred, helping to bring about required structural changes in society, and to overcome the gaps of knowledge, technology, and social and political development which constitute in themselves main sources of conflict.

Teacher Education and Changing Social Forces

Nevertheless, it must be admitted that there have been major changes during the last thirty years which have deeply affected the nature of the tasks faced by the educational systems of the world and which have not been sufficiently taken into account in the framing of new educational policies. These changes have been so much described and discussed that there is no need now to go once again over well trodden paths. It will suffice simply to mention the chief changes and to point out how each has or should affect the nature of teacher education in the eighties and nineties.

(1) The population explosion together with the explosion of aspirations led to an unprecedented expansion of education all over the world. The demand for teachers increased in consequence and it was met by establishing new colleges of education and by increasing the size of existing colleges. But patterns of teacher education did not change significantly. A boom in demand does not encourage either retooling or the introduction of really novel designs. It is when times get hard for producers that deep and drastic changes have the best chance of being introduced.

There has also, of course, been an explosion of knowledge. This has had practically no effect on teacher education apart from external superficialities like bringing in courses on audio-visual methods or "computers-in-schools" or on pollution control: all valuable in their

way, but in no way fundamental innovations. But in universities the effect has been marked, chiefly through the creation of a multitude of new departments and specializations. A side effect on our own field has been a developing faith in the virtues of specialization, a faith which has had some unfurtunate results because it led to restrictive narrowing and to the introduction of sterile courses of study on this and that, which were wrongly thought to be in contact with "fruitful" research (e.g., in connection with reading; numbers; sociology; psychology).

(2) Urbanization: The new methods of producing foodstuffs and appliances have led to a massive movement from the country to the town and then to a migration of the better-off sections of the population from the centers of town to their suburban peripheries. Hence the problems created by urbanization and by the changed social composition of urban schools.

The elementary schools, the tradition of which dates back to the late 18th and early 19th centuries, were originally designed as institutions intended to adapt rural youth to a factory system and to the disciplines of urban life. Our teacher education practices, too, date back to the same period and conditions. Since then, inner content has changed a great deal. Can we be certain that the framework, the skeleton of the structure, has really changed? Does it need transformation?

A supplementary question may here be added; in many parts of the world these town schools are now provided in villages. They are maintained and organized by governments, themselves deeply committed to urbanized-factory-money conditions as distinguished from rural-primary-subsistence conditions. Planned by city-dwellers, staffed by teachers who are lovers of towns, these schools are seldom in community institutions. They may prove destructive of rural patterns of life which many think worthy of preservation. They may indeed, quite often, be foreign institutions producing inflammation and disorder in the communities they are intended to serve.

The question here, then, is: What changes in teacher education are needed to provide educators equipped to deal with the new problems in schools serving the communities which now exist, namely, the city centers, the suburbs and the rural communities as they now are?

(3) The Rise of Educational Technology

During the present century, the methods of organizing work in factories and the technologies applied have been transformed so drastically that some speak of a new industrial revolution. There have been parallel changes in the distribution and dissemination of knowledge and information, particularly at the level of mass communication. Speech and visual presentations can now be recorded, stored, transmitted and made available to large numbers of people easily and inexpensively. The equipment at the disposal of teachers not long ago

was restricted to talk, chalk, books, a few models, and sometimes a workshop. It is now vastly increased in range and complexity and includes, for example, television, video-tape, film-strip, learning machines and language laboratories.

So far, in schools, the effect on the content of curriculum and on methods of teaching has been minimal. Little has been done to explore ways of genuinely using visual methods to educate children and young people. At the level of teacher education, little more has been done than to add to the ordinary courses one or two on "Audio-Visual Methods".

Furthermore, there has been much research capable of being applied to teaching, just as there has been on methods of producing material goods and mechanical appliances. But schools have proved more conservative than factories and offices. We now know much more than we did about the way in which the young develop and learn, what difficulties they encounter when mastering the art of reading, and how they should be taught about number and space. But here again, colleges of education, which ideally should be mediating institutions linking research laboratories to classroom workshops, have not fully lived up to their responsibilities. To be sure, as was said earlier, courses have been added and the content of old courses somewhat changed. But a more drastic reformation is called for. What is needed is a new outlook, a frank adoption of the modern technological

outlook with its process control, quality control and product control; we need a change from "how to teach others" to "learning about learning."

(4) Growth of specialization

Basic to modern modes of production is far reaching specialization and the division of labor pushed to an extreme limit. Starting from refined metals, half a dozen skilled workers could build a model T Ford in the early years of the century. How many kinds of specialists are needed to design and build the 1983 models built in the vast factories of today's world?

So, too, in education and teaching. Not so long ago a teacher was a teacher, at least at the elementary level. He could turn his mind and his hand to every job that needed doing. With equal assurance and confidence, he taught reading to infants or history to young adolescents. He proferred advice and counselling at all levels, and even to parents. When promoted, he administered the affairs of a school or of a school board, keeping the books and designing a new building when needed. "And still the wonder grew, that one small head could carry all he knew ...."

At the secondary level, of course, the notion of specialization was to some degree accepted. The all-purpose teacher-of-all-work could not be expected to teach science or mathematics to clever sixteen or seventeen year olds; he would not know enough about the

subject matter. But this exception made many feel somewhat uncomfortable: specialist teachers were looked upon somewhat as a breed apart, not quite up to the level of their colleagues. This attitude is not altogether dead even now in many countries; quite often teachers of physical education, home economics, art, industrial arts, commercial subjects are looked upon as somewhat inferior. They may even be awarded "special" certificates qualifying them only to teach their own subjects, while their colleagues who have specialized say in history or mathematics receive "general certificates" empowering them to teach anything to anybody.

However, it is possible to point to certain major trends in the larger society. First, institutions concerned with teacher education can no longer concentrate only on classroom and subject teachers for primary and secondary schools. A wide range of specialists are called for: counsellors, teachers of exceptional children, teachers of art, home economics, music and, in addition, administrators, planners, school psychologists, librarians and many others. In fact, more specialists are required than any one single institution can possibly provide. This is an argument for planning at state, provincial and even federal levels. Secondly, every institution concerned with teacher education must devote an ever increasing proportion of its resources to the permanent education of all teachers and administrators, to their in-service training and re-training.

To all this, another reflection, perhaps the most important, should be added. The rapid absolescence of industrial techniques arises from the fact that scientific research has been built into the production itself. As a result, change, novelty and improvement is now an intrinsic part of that process. In the eighteenth century, a Wedgwood could plan his factories in the confident belief that the same kinds of goods would be produced for generations. Now, two hundred years later, manufacturers of aircraft or computers know that if they go on making the same kind of machines for more than a few years, they will go bankrupt. They realize that research and development are essential to prosperity.

This, however, is not true in education. Many, perhaps most, departments or colleges of education seem to assume that they have done what they should do if they hand on to students the knowledge and skills of the previous generation. Only seldom does one come across an institution that is truly research dominated and dedicated to innovation.

An illustration may make the point clear. Consider a sub-department which specializes on the methods of teaching mathematics or foreign languages. Can such a unit do the job it should if it is not itself actively engaged in research and curriculum improvement? Should not its students be oriented towards the improvement of learning and the modernization of content? Should they not be brought into

contact with the fact that much new work is being done and novel ideas are being applied in practice? The adoption of an attitude of this kind is almost certainly more to be desired than the endless multiplication of recondite and scholastic research or quasi-research leading to the award of ever more numerous Ph.D's. It is certainly closer in spirit to the kind of activity that goes on in medical and scientific laboratories both in universities and industry.

Improvement of Teacher Education: Challenge of the Eighties and Nineties

In order to focus attention on the challenges to teacher education in the decades of the eighties and nineties, it is necessary to look back on the past and assess the contribution which education has made to the development of the world and the realization of human ideals. It is also necessary to analyze in some measure the present social situation against the background of our inherited human values. It is only within this framework that we can attempt to chart our directions for the future and project both the role of both education and teacher in this enterprise. When we have considered this, we can see what sort of teachers we shall need, how many, and how best to prepare them.

One of the most striking lines of development in human history has been the emergence of the "common man." The ideal of the worth of each human individual, which was implicit in the thinking of early

philosophers and is explicit in the teachings of many of the world religions, but which was largely ignored in the centuries since its first formulation, has become more of a reality in the last century or two. The serfs or peons or helots have come to be regarded as people, worthy of concern and not merely as units existing for the benefit of some great man. The condition of slavery, which blatently violated this concept, has finally been outlawed.

With the realization of the humanity of the common man has come an appreciation of his rights: his right to an equitable share of the world's wealth, his right to protection from injustice and oppression and his right to more fully enter into and enjoy the cultural legacy of the past. And with this has come, as both a cause and effect, a recognition by himself of his own powers. Thus, by collective action he has asserted his right to withhold his labor to bargain for adequate wages. We see the beginning even of the statement of his right to determine whether or not he should fight in the wars contracted by his government. We see that peoples previously discriminated against are no longer willing to accept this as a situation ordained by God, but are willing to assert their rights to equal treatment by society.

To what degree has education contributed to this development, or has it merely responded to it? Clearly, it has done both. Ideas, such as the worth of every man, are only effective when they have been seized by a sufficient number of persons. The development of printing

increased the availability of the ideas, but it was not until there were enough people able to read that the ideas were disseminated widely enough to demonstrate their strength. And, as it came to be accepted that all people have a right of access to these ideas, the demand for the skills of reading and writing resulted in efforts toward universal education. Even where this is far from being achieved, the right has been conceded, and now is enshrined in the Universal Declaration of Human Rights.

Now the demand for popular education brought into being the professional teacher. This, in turn, called for the creation of an institution for the preparation of teachers, which has been known by various names in different countries, but which is referred to in the English speaking world as Colleges of Teacher Education, or Teachers' Colleges. By and large, in developed countries, colleges have produced a sufficiency of teachers to bring education to most of the people; in developing countries they are, in most cases, still far short of this goal. But in almost all countries they are firmly a part of the educational system.

In many countries they suffer from certain handicaps. For instance, a tradition of cheapness has settled on them, stemming from the fact, probably, that they were created to satisfy the needs of the common man, before he had fully come into his own. Their ways of doing things have tended to become calcified, thus making change more

difficult. In some cases their philosophy of purpose has not been regularly reviewed, and hence their operation has tended to become mechanical and irrelevant. In part, this is why they have contributed to the problems of the present, many of which have reached crisis proportions.

Of these crises, the most stupendous and most pressing would seem to be the poverty and hunger throughout the world. It is sometimes difficult for those of us who live in the midst of plenty to appreciate fully the suffering and the degradation of spirit that comes from poverty. The horror and the stupidity of it is heightened by the realization that it need not be. There is enough wealth produced in the world today to relieve the areas of dire poverty, if only it could be more equitably distributed. The advances of science and technology have put it within our power to eliminate it altogether and to bestow bounties on all. To do this it would seem necessary to blunt the lines of national states, and to put the world's produce and the skills of the world's people at the service of all the people of the world, irrespective of the nation to which they belong. Thus we would not have the ludicrous spectacle of, in one place, bursting barns and farmers being paid not to produce food, while in another place there is widespread starvation.

How does this become a concern of teacher education? First, if it is true that we need to make available the resources of the world to

all peoples, then the direction in education should be towards the appreciation of a common humanity which transcends national boundaries. An American, for instance, should feel more oneness with and responsibility for, a Scandinavian or an Indian or a Nigerian, because he is a fellow human being, than he should feel loyalty to a national state. Even within any one country, the common good and the satisfaction of human needs should supercede private profit and individual affluence. This is a hard doctrine and not likely to be popular with the upper classes, but it seems to be necessary if the world's people are to live at any reasonable standard. For the decades of the eighties and nineties, then, teacher education should direct more emphasis on the rights of the individual human being, irrespective of where he lives, so as to develop a form of international education that will bring a warm and full appreciation of other peoples and other national groups.

The second problem or crisis area concerns the question of alienation of youth which has become a frightening problem in many countries of today's world. The addiction to drugs in many countries seems to be on the increase. Young people's protest groups are fashionable, and have become mixed with drugs and weird behavior. Whatever the form, the abdication of many young people from the expected roles has brought sorrow to families and disappointment to teachers.

This seems to me a problem of growing proportions and one to which education in general and teacher education in particular should turn its attention. Since the young people in most training institutions are of a similar age to the protesters, and may even in a certain measure be in sympathy with them, they are in the best position to help us to deal with this problem. We have to listen to them. We have to find out what is driving them towards this behavior, and we have to work out with them a way to heal this frightening breach in our society.

There are many other problems of lesser magnitude threatening our society and poisoning human relationships today. There are for instance the problems springing from the growing urbanization in many countries. As cities become larger the problems of housing, crime control, transportation, garbage disposal and a host of others, multiply. Again, there are the problems of the pollution of the environment. In trying to get rid of the waste products resulting from living together, we poison our seas and rivers and our atmosphere; we disfigure, and we tend to destroy the very life-giving elements themselves. Then there are the problems associated with the spending of leisure time. This is obviously more a problem of the developed rather than the underdeveloped countries. But as technology gives us the power to produce more and more goods with less physical effort, as workers by their combined action are able to demand a shorter

week, they find themselves with time on their hands and no clear guide or preparation as to how to spend it. True, clubs concerned with physical sports of one sort or another, or with cultural and artistic areas, or with political or intellectual activity, are on the increase. But these cater to a small minority. Many people are mere watchers, and very many more do neither.

All these problems, and many others not mentioned, must become a concern of the teacher educators. We must prepare teachers who will be sensitive to the present problems of their world and who will lead the society, in part through the children they teach, towards a solution of these problems.

The Critical Role of Teacher Education of the Eighties and Nineties

What then are the main challenges facing teacher education in the decades of the Eighties and Nineties? These two decades are going to see an acceleration in the fulfillment of the ideal of the common man. Human beings of varying races, of both sexes, of all ages, in all socio-economic classes, and in all countries, will increasingly and more effectively assert their claims to just treatment by society. This will increasingly break down the walls of privilege and prejudice.

This is a worthwhile goal. Teacher education should encourage it, should nuture it, and should prepare itself to respond to the many needs and challenges which flow from this. The responses will take

varying forms, according to particular circumstances. However, we shall succeed in implanting new ideas and models into teacher education only if we alter radically our whole attitude to the nature and structure of formal education. The new outlook, itself shaped by the nature and structure of modern society, unites two main and complementary notions:

1. First, the notion that the school be brought closely and continuously into contact with life as it is. This will involve diminishing the bureaucratic organization of its activities; reversing the trend to concentrate all education within the walls of the school; breaking up rigid patterns of classroom organization and division by age; making full use of all the resources which the community provides; and involving parents and citizens in the business of educating the young. In a word, the de-institutionalization of the school is necessary.

2. Secondly, the explicit and thorough acceptance of the ideal of permanent life-long, continuing education. That is, we should now put into practice the notion that education is not an affair that begins at 5 or 6 or 7 and ends at 14, 15, 18 or 22 years of age. There is no reason why formal full-time schooling should go on steadily, without a break, until the most successful students receive a degree. It may be better for many to leave early, at 14 or 15 to work in the field or in the factory and then to return at 18 or 20, for a year or two, and to return again later, up to any age. It may be more efficient for many

to pursue their studies part time, in the evening or during vacations. The ideal of permanent education has, of course, special importance in teacher education.

It is no part of the purpose of this paper to suggest and propose specific models for teacher education throughout the world. The diversity is too great. The differences are so great that, happily, no single pattern could possibly suit every nation and area. Nevertheless, similar forces are at work everywhere, similar problems arise and it seems probable that criteria of evaluation could be proposed that would have universal significance and relevance. It should not be impossible to state some of these criteria as they would apply to the kind of "teachers" needed, to the sort of courses and programs that would help to produce such teachers, and to the kinds of institutions in which such programs could be offered.

First, the teachers, of course, the old criteria still apply. We need mature, stable, well-balanced men and women, with a broad general education, with some enthusiasm for their profession and faith in what it might do for the welfare of mankind. In addition, they should be competent at their professional job, able to teach, to transmit knowledge, to develop skills. But what is new?

(1) the teaching profession is becoming differentiated, as is the medical profession. It seems likely that before long there will be an open hierarchy: teaching assistants, teachers, master teachers.

Moreover, special skills are increasingly called for: educational administrators, superintendents, consultants and inspectors, school psychologists, counsellors, teachers of exceptional children, school librarians, and so on. Furthermore, the problems of teaching in the primary school are not identical with those of the secondary school.

(2) not all teachers, but certainly some, need special preparation for teaching in the decaying centers of old cities, in the shanty towns, and in rural areas.

(3) all teachers need to be aware of the great importance of devising courses and programs in schools that will help to control intransigent nationalism and racism, and that will foster individual self-reliance while developing the sentiment of social responsibility.

(4) all teachers must now learn how to participate actively in group teaching and how to function happily in continuous progress, non-graded schools.

(5) all teachers must now realize that what they learn in university and college is only a beginning and that teacher-education is a life-long process, involving servicing and re-training all through professional life.

These five points will probably be readily accepted by all. Let us examine then the question of the sort of teacher education program that would be helpful in educating teachers for the decades of the Eighties and Nineties:

(1) if the idea of permanent education is fully accepted, if it is realized that all teachers will come back again and again to the colleges for refreshment, there is no need to cram into the initial training courses everything that might conceivably be needed during a long career. A modest amount of professional baggage should suffice: just enough to prevent bad habits from developing. How long would be needed for this? Three months or six or twelve?

(2) the minimum skills required are best developed in a classroom rather than a lecture room. Therefore work in a school should play a large part in the initial professional programs. But the model should be that of learning in a laboratory rather than imitating in a workshop.

(3) a rich diversity of courses should be offered, allowing, so to speak, pre-specialization.

(4) general education is even more important than it was. But such general education is not the outcome of taking six or ten different courses in this or that. General education is concerned with ideas and theories. It does not aim at professional competence in narrow segments. Combining narrow segments does not provide a rounded whole.

(5) what students learn from one another may be more important than what they learn in lectures, even in regard to developing professional competence. Intending teachers must not be educated in

isolation wards. They must learn to think that the whole community is a resource for the educator.

Here again, few will object to these criteria for the evaluation of programs, though many will surely wish to extend the list.

Turning to the structure of the institutions which conern themselves with the professional education of teachers, it is clear that they fall into three categories:

(1) Normal schools which combine general secondary education with preliminary professional education for elementary schools. In low income countries they continue to render valiant service and act as agencies promoting social mobility and selecting talent. As the output of general secondary schools increases, the age of admission into normal schools rises and they turn gradually into teachers' colleges, themselves para-university institutions.

(2) Teachers' colleges or colleges of education which enroll students who have completed a full secondary education. Often these students are lower in academic ability than those selected by universities and the courses provided may be shorter; two years or three years, instead of three or four years. The chief drawback to these institutions is that they tend to be monotechnic, concentrating on one single type of professional preparation. Teachers' colleges are clearly temporary institutions and will not long survive. As they are, they are unable to undertake satisfactorily the kind of activities

or to discharge the professional responsibilities outlined earlier in this paper. They must either:

- associate with other monotechnics such as colleges of physical education, colleges of agriculture,
- or colleges of technology and include a general junior college.

That is, they should develop into undergraduate state colleges. This is what has happened in many parts of the United States. Or, as in the United Kingdom, they can federate with the departments of education of existing universities and, as a federation, become the school of education of the university.

(3) Schools or faculties of education, themselves constituent parts of full-blown universities, dealing not only with the initial preparation of many types of teachers and of associated professionals such as administrators and counsellors, but also actively engaged in research and with the preparation of students taking higher degrees.

Whatever the type of administrative organization, general guidelines for the functioning of colleges of education may be stated:

(1) there should be two lines of recruitment into the teaching profession, one at the end of secondary school, for those who decide early on their future vocation; and one for those who decide to teach only after taking their first bachelor's degree. It is wrong to force young people to decide earlier than they must what their future

profession will be.

(2) initial courses of specific training for the teaching profession should be as short as it is possible to make them. All that is needed is to develop a degree of skill that will prevent beginners from doing harm to their pupils, and to provide them with enough knowledge to prevent them from getting into bad habits.

These initial courses should center attention on actual problems of teaching and they may well concentrate chiefly on particular aspects, such as the teaching of mathematics or the teaching of exceptional children. Most of the work should be connected with internship. There is small need for structured courses on, for example, psychology or sociology of education. Such courses belong to stage two of teacher education.

(3) attention must be paid, even at the initial level, not only to the preparation of class teachers but also to the preparation of other educational workers such as librarians, counsellors, school psychologists, social workers, and so on.

(4) all the students should receive some acquaintance with the technology of education, a term which includes skill in using modern electronic apparatus and also some understanding of modern knowledge about the nature of the processes of communication, learning and teaching.

(5) all teacher education institutions must develop links with the

whole network of educational resources in their own communities and with sister institutions in other countries.

(6) an increasing proportion of resources must be devoted to the development of in-service teacher training.

(7) bold experimentation should be encouraged so that new patterns of teacher preparation may be discovered and tested. Licensing regulations should be drawn up sufficiently broadly so as not to stand in the way of such experimentation. The State or Government Licensing and Certification authorities should issue only General Certificates of Competence at various levels, endorsed with the special courses pursued. The schools of education must themselves decide upon the kind of programs pursued by the students and upon the content of the courses. The teaching profession is now mature enough to take into its own hands, as has the medical profession, the control of its affairs and to determine the courses and standards that will allow entry into its ranks. There is no further need for bureaucratic control by public officials, which can act only as an impediment to the achievement of accepted aims of policy.

The Role of the Teacher in the decades of Eighties and Nineties

One of the basic problems in all of this is qualified manpower. We must turn our efforts in teacher education institutions and in in-service education to the preparation of a variety of specialists who can be the innovators of the future, who can carry out the new

strategies of education. We must turn our attention to the preparation of teachers who have the definable skills necessary to assume leadership in innovation and who can work in a team which includes many specialists. We must turn our institutions to more research and development in curriculum, educational measurement, and school management. We must take the relevant elements of management disciplines, of the social sciences and of academic disciplines, and mesh these various relevancies into a total systems approach to educational renewal.

Fascinating examples of diversity in teacher education institutions are abundant. In a number of countries, there is great interest in micro-teaching, interaction analysis, analyses of non-verbal behavior and other approaches designed to identify and teach the teacher those behaviors which will facilitate learning. Often, closed circuit television is used to help the teacher-in-training to analyze his own behavior.

Academies of pedagogy and of teacher education are now being created in a number of countries where teacher educators, school administrators and educational specialists are being trained for the first time. UNESCO assisted academies exist in different countries. Many of these institutions will use various techniques for reaching teachers in-service: television, radio, correspondence education and the like. In Laos, a new Higher Teachers College will not only train

secondary school teachers, but prepare programmed instruction material for use in the secondary school of the country. Teachers-in-training will participate in this work and thus be prepared to use the material when published.

In India, a National Council for Educational Research and Training has an integrated complex of curriculum and materials development projects, programmed instruction and educational technology activities, educational research programs, and advanced training in these and other specialties. Now it is planning to produce educational materials for use by satellite.

Spain has, with UNESCO advice and assistance, begun the first extensive program to use computer-assisted instruction in teacher education. A number of the larger centers of teacher education will experiment for the next several years with the programming of much of the teacher education content so that students will interact with material stored in the computer.

One could continue relating these promising examples for some time; clearly the Eighties and Nineties will be decades of change and innovation in the teaching profession. And nowhere will this be so true as in the area of education for teaching. The prospects are getting brighter, but the challenges and problems are also increasing. To make haste so as to prepare citizens for the world of tomorrow, and not of yesterday, is the challenge to teacher educators of the Eighties

and Nineties.

The question here, then, is: where is the teacher in all this? It is obvious that the role of the teacher will gradually change over the next decades. No longer will the teacher be thrown into a classroom to fend for himself. He will have an arsenal of sophisticated teaching, learning and evaluation materials available in the school, and his job will be more and more to articulate and orchestrate large numbers of resources. All kinds of specialists skills will be required of him, and it is likely that he will assist and be assisted by other specialists. The prospects are bright for a profession which is much more satisfying than ever before in that there will be much clearer definitions of what we are trying to do and greatly improved resources with which to do it.

There obviously will be a redistribution of functions which are now all performed by the teacher in a self-contained classroom. There will be team approaches to planning and teaching. There will be much more peer-teaching, that is, students planning their own studies and helping each other learn. Specialist administrators will be facilitators, members of the teaching team, providing the resources needed for teaching and learning rather than inspectors and supervisors who act as policemen and wardens.

The environment in which the teacher works should be greatly improved in the next decades. Rather than egg-crated types of schools

with a standard number of chairs and limited teaching equipment in each classroom, schools will gradually turn into teaching and learning centers with flexible space and with resources which will gradually move the school toward the concept of being a community center of life-long education. There will be examples during the next decades of schools which work eighteen or nineteen hours a day, with teaching, learning, cultural and recreational activities available to the entire community, if there is such a transformation, it will certainly enrich the environment for young students who are in the part of the new institution which we now call formal schooling, and it will bring the school back to the community, where it belongs.

Conclusion

There is good reason to think that in every province or state, area or country there should be established an Institute of Education charged with the duties of fostering co-operation among all teacher education institutions and of allocating tasks and responsibilities among them. Even big universities now lack the resources necessary to prepare adequately all the many kinds of educational specialists needed, or to provide the many kinds of theoretical courses, from anthropology of education through comparative education to educational planning, that ought to be provided. Furthermore, a regional institute can promote research projects that are beyond the resources of single

departments. But there is a great temptation to which such institutes are exposed, which is to attach too much value to long-range theoretical research and to sever all links with initial training and with the work done in schools. A national or state institute must be integrated into the ordinary educational system just as the research and development department of an industry forms part of the self-renewing mechanism of that industry. It should itself be part of the rolling reform of educational systems and practices.

As regards the nature of teacher education institutions, it has been suggested here that they should broaden their aims and offerings to become, in effect, polytechnical schools, of full university level, dealing particularly with a whole range of occupations concerned with the social and educational services, including journalism and the mass media. The institutions should, so it was suggested, offer programs of a general kind and be impregnated throughout with a real research outlook; that is, the teaching should aim at being up to the frontiers of knowledge and inspired by the desire to advance them. As regards the development of specific skills, such as the ability to teach reading to young children, the programs should be modest in scope and rely heavily on internship methods.

Behind all this were quite simple, straightforward notions. For example, public education should be a social instrument for improving the lot of mankind, but it cannot be unless it truly concerns itself and

deals with the problems that mankind faces. Or again, among other things our teacher education institutions must rid themselves of their traditional trade-school temper and become centers of ideas. In the present world of change and tension, teachers have a vital role to play. In order to discharge it fully, they need a rich and full education - and it must be available to them all through life.

All these ideas, and many others not mentioned, must become a concern of the teacher educators. We must prepare teachers to the future tasks of their world. There are three main tasks to which we should address ourselves.

The first, and perhaps most important, is finding the means of bringing education to all the people. There are those who will interpret this in terms of getting enough teachers to stand before the children in the traditional classrooms. Others see this problem in terms of making use of the modern technologies, and hence needing to train fewer people, but ones who have acquired the skill of using these modern technical aids. Still others will seek more fundamental approaches, on the argument that the institutionalizing of the educative process has produced a system that is dull, irrelevant and unattractive, and unattainable by many countries. Whatever the interpretation, however, teacher education must set itself the task of removing the scourge of illiteracy from the earth, and of leading people towards a realization of their full potential. This means finding teachers to do

the job.

The second task concerns the programs for training the new teachers. This is a complex problem, made up of many facets. It involves, for instance, a consideration of the main philosophical and social orientations of the training programs. Where should the main emphasis be? Should they be towards an appreciation of a common humanity among all peoples, or towards national bonds and national sovereignty? Should educational concerns in any country seek to emphasize common human interests over sectional interests? Should education seek specifically to examine problems of the environment and point the way to possible solutions? Should it seek to generate concerns for the poor and the dispossessed in other lands, or should it ignore them as remote? Then the problem also concerns an examination of, and a determination to discover all the effective ways of training teachers. We said earlier that because a procedure for preparing teachers had been evolved many years ago it has come to be regarded as the only way, or the best way of doing the job. But there may be many other ways waiting to be tested. Perhaps institutions of teacher education may be proved to be ineffective or unnecessary, as is being suggested in some quarters. Even if we retain the institution, we will want to question seriously the procedures and programs that have become accepted, hallowed by time and usage. Maybe we have not accepted freely enough the benefits that modern technology and

research have placed at our disposal.

The third task; finally, we need to examine continuously the philosophy which infuses our work. What values do we hold dear? What values would we wish our students to hold, and when they become teachers, to communicate to the children in their charge? We should hope that these values would be congruent with those enunciated by the world's religions, and which will help us to help our fellow men towards a richer, fuller life.

A final word. It is the great glory of our profession that it is worldwide. Similar ideals animate teachers everywhere, in every country and culture. There is much in common between educators in Japan and in America, in China and in Europe, in India and in Egypt, in the Soviet Union and in Great Britain. We can learn much from one another because we are all trying sincerely to do the same kin of job and because we all believe that, through education, the world of the future can be made better than the world of today.

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